



FOUNDATIONAL LITERACY AND NUMERACY



NIPUN BHARAT

निपुण भारत

NATIONAL INITIATIVE FOR PROFICIENCY IN
READING WITH UNDERSTANDING AND NUMERACY



निपुण भारत का सपना
सब बच्चे समझे भाषा और
गणित

Presented by Mrs. Preety Hazarika
HM , KV Fort William

Recognizing the importance of early learning, the National Education Policy 2020 states that :

“Our highest priority must be to achieve universal foundational literacy and numeracy (FLN) in primary school and beyond by 2025. The rest of the policy will be largely irrelevant for such a large portion of our students if this most basic learning (reading, writing, and arithmetic at the foundational level) is not first achieved.”

Launching a National Mission on Foundational Literacy and Numeracy

Making foundational learning the highest priority for the country



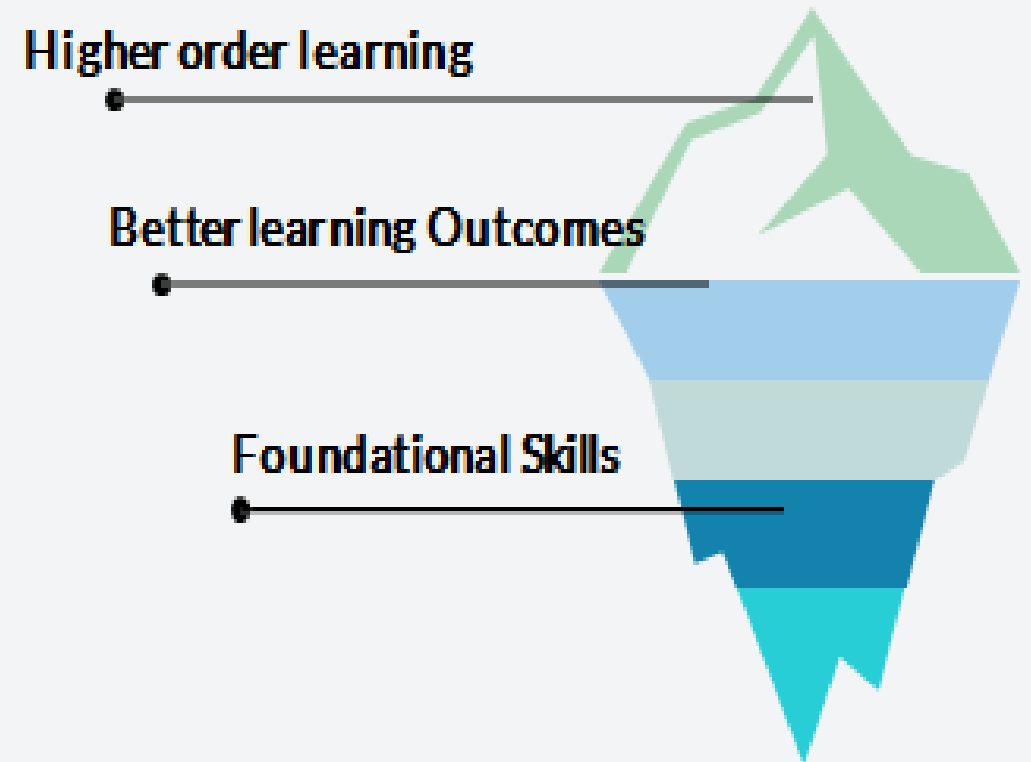
Achieving universal FLN in primary schools by 2026-27



The highest priority of school education will be “Universal acquisition of Foundational learning skills by Grade 3”

CHILDREN WHO FALL BEHIND, GET LEFT BEHIND

Grade 3 is the inflection point by which children are expected to “learn to read” so that they can “read to learn” after that.



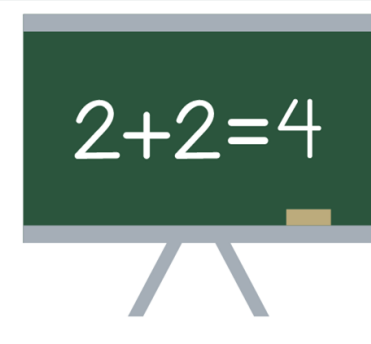
The Education system aims to achieve Foundational Literacy and Numeracy by 2026-27, where, by Grade 3 every child can.....



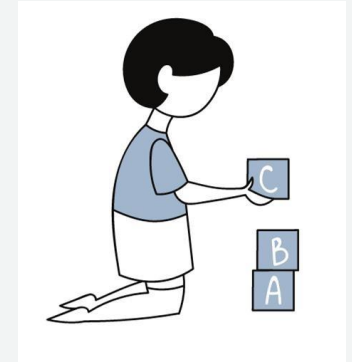
**Read with
Comprehension**



Write



**Basic Mathematical
Operations**



Learn basic life skills

What is Foundational Literacy and Numeracy?





FOUNDATIONAL LITERACY

The pre-existing knowledge of language helps in building literacy skills in languages. The key components in Foundational Language and Literacy are:

Oral Language Development

Includes improved listening comprehension; oral vocabulary and extended conversation skills. The experiences in oral language are important for developing skills of reading and writing.

Decoding

Involves deciphering written words based on understanding the relationship between symbols and their sounds

Reading Fluency

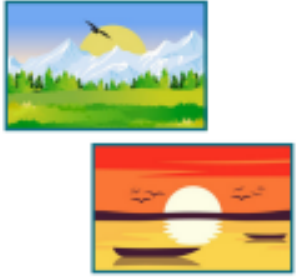





Refers to the ability to read a text with accuracy, speed (automaticity), expression (prosody), and comprehension that allows children to make meaning from the text. Many children recognise letters/words, but read them laboriously, one-by-one.








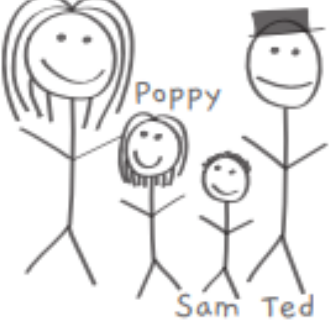




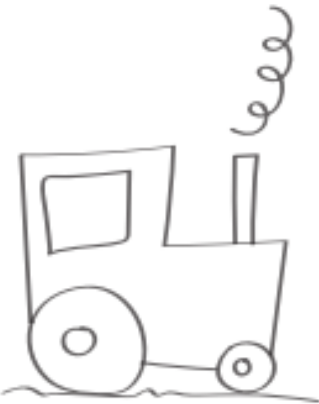

Reading Comprehension

Involves constructing meaning from a text and thinking critically about it. This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.

Writing

This domain includes the competencies of writing aksharas and words as well as writing for expression

Setting	Characters	Problem	Action	Solution	Ending
					

Setting	Characters	Problem	Action	Solution	Ending
					
<p>Apple Tree Farm Fall</p> 	<p>Mrs. Boot</p>  <p>Poppy</p> <p>Sam Ted</p>  <p>Rusty</p>  <p>Dolly</p>	<p>The tractor is stuck.</p> 	<p>Dolly pulls the tractor out.</p> 	<p>The tractor is not stuck.</p> 	<p>They go home.</p> 

DON'T SAY IT



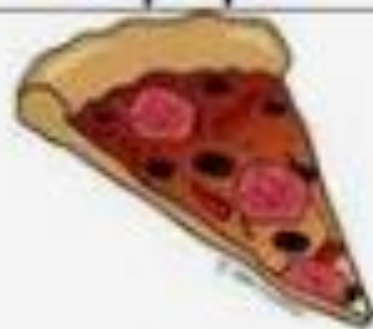
sun

You can't say :
yellow
hot



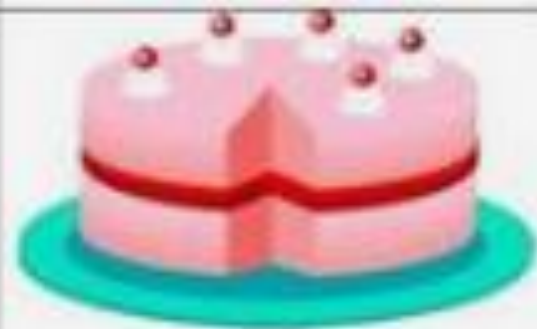
bed

You can't say :
bedroom
sleep



pizza

You can't say :
eat
Italian



cake

You can't say :
birthday
dessert



FOUNDATIONAL NUMERACY

Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving.



Pre-number concepts

Count and understand the number system

123

Numbers and operations on numbers

Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers



Shapes and Spatial Understanding

Perform simple computations in her/his own way up to three-digit numbers and apply these to their day to life activities in different contexts



Measurement

Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits.



Data Handling

Identify and extend simple patterns starting from repeating shapes to patterns in numbers, interpret simple data/information in his/her daily life activities

ELPS Approach

E – Experience with physical object



L – spoken Language that describes the experience



P– pictures that represent the experience



S – written symbols that generalize the experience

one	1	●
two	2	●●
three	3	●●●
four	4	●●●●
five	5	●●●●●
six	6	●●●●●●
seven	7	●●●●●●●
eight	8	●●●●●●●●
nine	9	●●●●●●●●●
ten	10	●●●●●●●●●●

Integration of literacy and numeracy

- **Mathematical Terminology as a part of daily language**
- **Use of language in understanding mathematical ideas**
- **Language for disposition of mathematical thinking**
- **Communication – Language**
- **Precise Communication – Language with mathematical ideas**

National Mission: NIPUN BHARAT Vision



The vision of the Mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade III and not later than Grade V.

National Mission: OBJECTIVES of the Mission

The programme will be implemented in the mission mode, with the use and strengthening of the existing mainstream structures. The Department of School Education and Literacy, Ministry of Education (MoE) will be the implementing agency at the national level and will be headed by a Mission Director:

3

To make children understand the reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.

2

To enable children to become motivated, independent, and engaged readers and writers with comprehension possessing sustainable reading and writing skills.

1

To ensure an inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children's home languages.

4

To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in children's familiar/home/mother language(s).

5

To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.

6

To actively engage with all stakeholders i.e., Teachers, Parents, Students and Community, policy makers for building a strong foundation of lifelong learning.

7

To ensure assessment „as, of and for“ learning through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.

8

To ensure tracking of learning levels of all students.



Academic approache s



The Learning outcomes for Foundational learning have been divided into 3 Development goals

Health and Well-being (HW)



Effective Communication (EC)

Involved Learners (IL)

Holistic Development of a child

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graph TD; A[Holistic Development of a child] --> B[Goal 1: Children maintain good health and well-being]; A --> C[Goal 2: Children become effective communicators]; A --> D[Goal 3: Children become evolved learners and connect with their environment];
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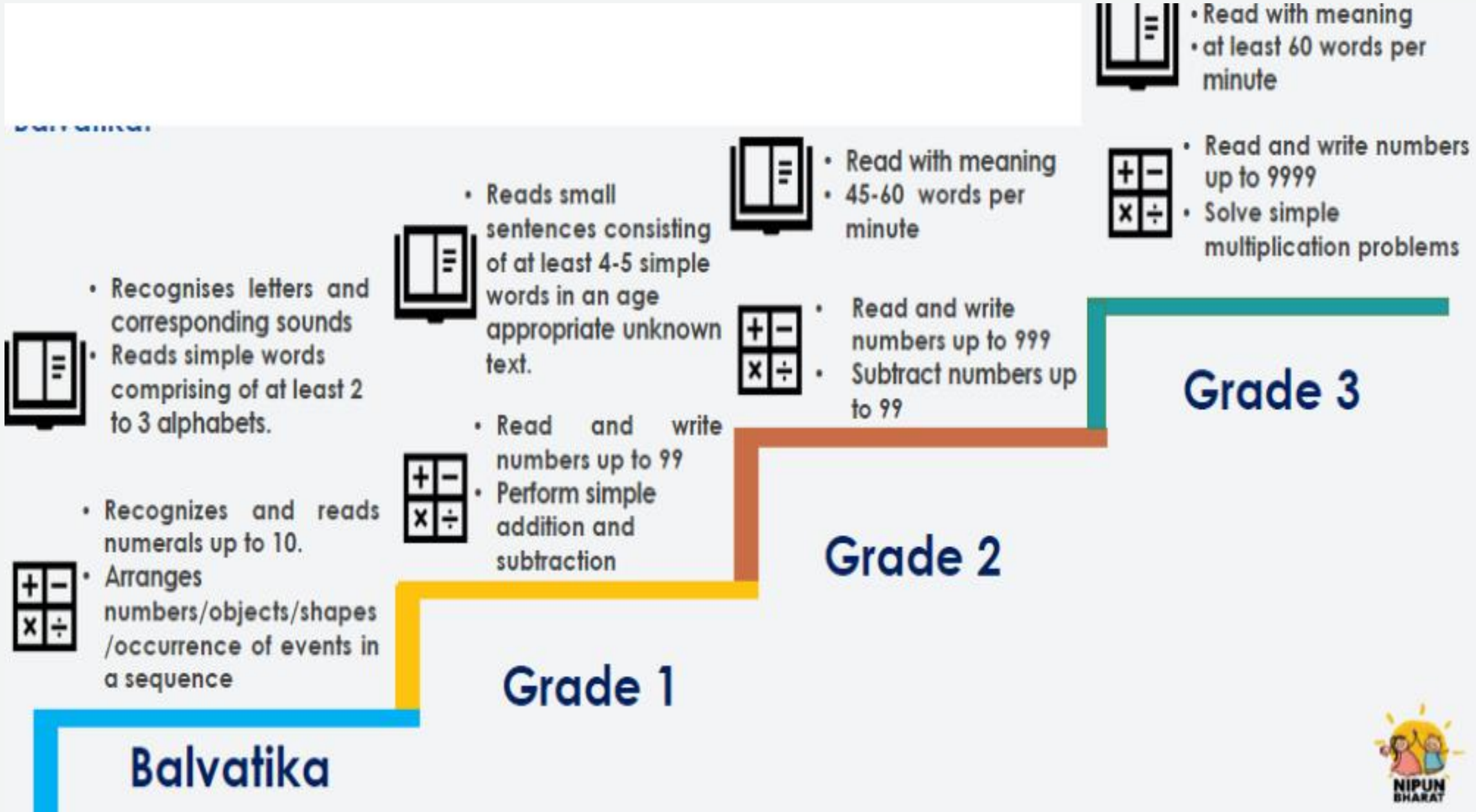
Goal 1: Children maintain good health and well-being

Goal 2: Children become effective communicators

Goal 3: Children become evolved learners and connect with their environment

Lakshyas: Learning Goals of the Mission

The National Mission will declare the overall national targets in achieving learning outcomes, including year wise outcomes to be achieved by the year 2026-27 by each State/UT. The overall literacy and numeracy targets to achieve the objectives of the Mission are set in the form of Lakshya or Targets for Foundational Literacy and Numeracy starting from the Balvatika.



Learning Assessments

Identify the child's strengths, needs, interests and preferences.

Potentiate child's performance and scaffold it through interventions

Collaborate to solve issues and areas of concerns.

Contribute to early identification of learning gaps and learning difficulties

Adaptive Assessment – the goal is not to compare children, but to reward them for their learning to further motivate them.

Formative Assessment – this is for the school system to understand where the child stands and what more he/she needs from the learning process.

Assessment during the foundational learning can be broadly categorized into two major areas, namely

School Based Assessment (SBA)

SBA at the foundational stage should be stress-free and largely through qualitative observation based on performance of the child in a multitude of experiences and activities

Large-scale standardised assessment

Large scale assessment data at the State, National or the International level focuses on the „System“ and describes the educational health of the nation, state or district.

Pedagogy Approaches to be taken up...



- Emphasis on Child Centred Classroom
- Emphasis on including interactive, appropriate, and accessible toys and materials.
- Toy-based pedagogy
- Activity based/ experiential learning
- Play based
- Art-integrated/sport-integrated
- Story-telling-based
- ICT-integrated learning

Empowering Teachers

In view of the challenges of in-service teacher training across the different stages of school education, NCERT has designed an innovative integrated programme of teacher training, now, popularly known as **NISHTHA (National Initiative for School Heads" and Teachers" Holistic Advancement)**



NISHTHA
ONLINE

INTEGRATED TEACHER TRAINING
FOR CHANGE
SAMAGRA SHIKSHA

- 01** Specific Teacher Training focusing on FL&N Modules will be designed through NISHTHA
- 02** FLN-NISHTHA modules will contain a module on specifically the language barrier and teaching in mother tongue/regional language/home language.
- 03** FLN-NISHTHA will contain a specific module on peer learning and how parents can be utilized as volunteers in the schools.

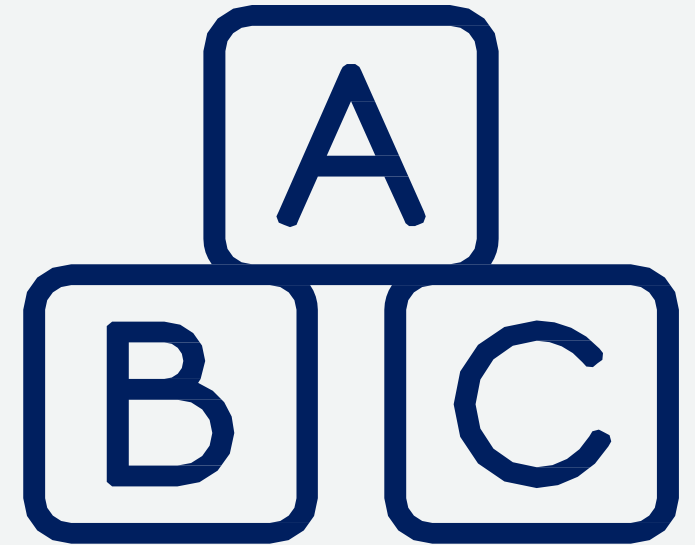


School Preparation Module

85% of a child's brain develops before the age of 6

NEP-2020 has recommended the development of „**3-month play-based**

„**school preparation module**“ for all Grade 1 Students“ by the NCERT, as an interim measure to ensure that all children are school ready till universal provisioning of quality preschool education is achieved.



- A School Preparation Module (SPM) is essentially around **12 weeks** of developmentally appropriate instruction at the **beginning of Class I** designed to bolster a child's pre-literacy, pre-numeracy, cognitive and social skills.



- It is expected that this module would consist of the activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents.

Accordingly, the NCERT has developed 3 Months Play Based „School Preparation Module“ that can be adapted or adopted by States and UTs as per their need

Role of KVS



- **KVS schools will be developed as model schools for attainment of Foundational Literacy and Numeracy .**
- **KVS shall be pioneers in introducing competency-based education at primary level and adoption of learning outcome metrics as developed by the CBSE and NCERT.**
- **Demonstration classes will be provided in KVS for Government Primary Schools, wherever possible.**

- **All Primary teachers of KVS may be trained for Foundational Literacy and Numeracy and various pedagogies.**
- **A robust monitoring mechanism to track the progress of each child to ensure the all attaining Foundational Literacy and Numeracy by 2026-27**
- **Maintaining close coordination with CBSE and NCERT.**
- **Thus each KV has to strive towards becoming POLE(**Pocket of learning Excellence**)**

- **KVS has been providing valuable inputs to ministry of education for its proper implementation.**
- **Few of its concepts such as art integration, integrated approach of learning, learning in enjoyable mode etc has already been implemented in the year 2020 in most of the KVs**
- **Teachers of KVs have undergone rigorous workshops on implementation of ‘foundational literacy & numeracy’ .**

Plan of Action



STEP1

Breakdown the learning outcomes into workable units

List the exit level targets for each unit that was broken

STEP 2

Plan level wise activities

Plan assessment strategies

Design weekly target book

STEP 3

- **Learning gaps should be identified during School Readiness Program and remediation to be done in the beginning to bridge the gaps**
- **Implement activities which are experiential (toys, puppets, Music, Art & Games integrated) to make it a joyful learning event**
- **Test the achievement of Learning Outcomes**

STEP 4	Assessment in alignment with Learning Outcomes on each unit. Implement IEP/ differentiated teaching if necessary
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Monitoring at Vidyalaya level



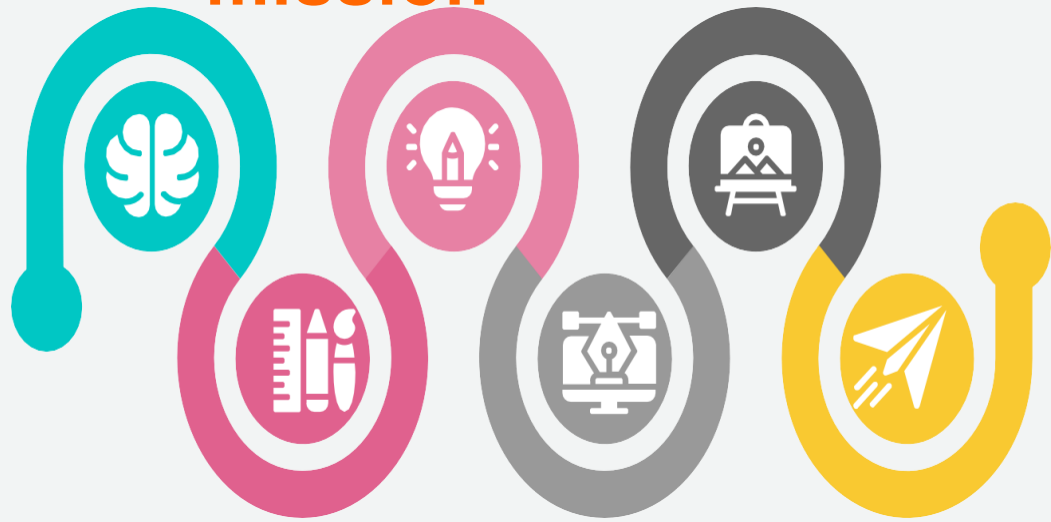
- 1.HMs to supervise at least one class of classes I /II per day.
2. Principals to supervise at least one class of classes I /II per week.
- 3.Teachers teaching in classes I & II to develop concept wise lesson plans/modules after breaking up each unit into smaller workable units(chunking)

4. Teachers to maintain the record of assessment reflecting the achievement level of children on the basis of “Lakshya” as suggested by NIPUN.

5. HMs to check/ monitor such records once in a week.

6. Principals to check the records every month end.

Impact of FLN mission



- Children to achieve steeper learning trajectory which may have positive impacts on later life outcomes and employment.
- FLN will ensure holistic development of the child by focusing on different domains of development
 - Physical and motor development
 - Socio-emotional development
 - Literacy and numeracy development
 - Cognitive development
 - Life skills etc.

“It takes a village to raise a child”



References:

- ✓ **Prof. Anup Kumar Rajput**
- ✓ **<https://static.pib.gov.in>**
- ✓ **Internet sources**

Thank
you!

